



Enquiry Learning and Problem Solving – Tasks

Conceptual Understanding in Numeracy

Professional Learning Pack

These tasks relate to Workshop 2 where each staff member selects a task from the ‘Task List’ included with each pack and prepare to share their findings at Session 2. Each staff member should select one of the tasks from the list below and be prepared in Session 2 to discuss:

- What they did
- Why the task was chosen
- What was discovered
- What changes in practice may result from this

TASK 1
Using the current focus in your teaching of mathematics create an open ended task which would generate higher order thinking within your class.
TASK 2
Whilst discussing a planned maths lesson with a colleague, identify potential barriers students might have.
TASK 3
Consider a lesson you are planning. Build in the opportunity to use manipulates and reflect upon the impact these had for all learners.
TASK 4
During the next week identify an opportunity to develop mathematical thinking that arises from an event/question or issue that is meaningful to your class.
TASK 5
Ask children to work collaboratively to solve a problem. Observe one group closely. What did you notice?
TASK 6
Consider your current week of mathematics teaching and learning. Using Table 2.1 on page 23 of <i>Developing Number Knowledge</i> , to what extent are the activities using inquiry mode or rehearsal mode? What implications are there from your findings?